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ABSTRACT

This handbook addresses the most frequently asked questions about international travel and exchange and gives suggestions to help parents, students, and school personnel avoid some of the problems arising from exchange activity. Chapters include information about: criteria for evaluating and selecting foreign travel and study programs; administrative considerations relating to foreign students in United States secondary schools, including information specifically applicable in Washington State; selected problem areas including language proficiency, the granting and honoring of diplomas, rating foreign student exchange sponsoring organizations, and sending students abroad; problem prevention in student exchange situations; and sources of information and assistance. Appended materials include general information on language tests and testing, United States International Communication Agency criteria for sponsors of programs bringing teenage visitors to the United States, and a copy of the U.S. Immigration and Naturalization Service Certificate of Eligibility for Non-Immigrant Student Status for academic and language students. (MSE)

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FOREIGN STUDY-TRAVEL

A HANDBOOK DEALING WITH A VARIETY OF QUESTIONS,
CONCERNS, AND INFORMATION INVOLVING FOREIGN
STUDY/TRAVEL IN SCHOOL SITUATIONS

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FOREWORD

Foreign study-travel has become an integral part of the educational scene beginning at the secondary level and continuing through college and university. Each year thousands of American students from every state can be found in all corners of the globe busily involved in some variety of foreign study-travel programs. This activity has also stimulated the arrival in our country of increasing numbers of foreign students hoping to improve their English and to discover what the United States is really like. The International Youth Exchange Initiative announced by President Reagan in May of 1982 has added impetus to student exchange movements at all levels.

Generally, it can be said that the interchange has been healthy for all concerned, but an increase in activity also brings an increase in problems and questions about all aspects of student exchange. The present Handbook represents an effort to answer the questions which appear with most frequency, and to provide suggestions which should help parents, students and school personnel to avoid some of the pitfalls. There are many questions about Immigration requirements and it is well to remember that those requirements and procedures are subject to change at any moment.

Grateful acknowledgement is made here of the willing assistance of many persons who are directly involved in student exchange programs, but especially the following: Bonnie Mortell, Iberoamerican Cultural Exchange; Sharron Walters, American Heritage Association; and Dan Harris, Academic Year in the USA Institute. The Directory of Exchange Organizations which was mailed with this Handbook was provided by Barry Goren and Julia Kittross of the World Without War Council who were responsible for its publication.

Keith Crosbie
Supervisor, Foreign Language Programs
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CHAPTER I

CRITERIA FOR FOREIGN TRAVEL - STUDY PROGRAMS

Over the years many criteria have been developed to assist parents, students, and school administrators to make good choices and to avoid some of the pitfalls when planning foreign exchange experiences for students. In this handbook we have included two such criteria. The first is a brochure which has been added as a separate document because it is also a handy directory of the organizations operating in the state. We are indebted to the International Exchange Network of Washington State for this Directory.

The second criteria was produced by and is reprinted here with the permission of the National Association of Secondary School Principals. Both criteria identify specific questions which prospective participants in a foreign student exchange experience should ask. The questions are based on experiences gathered over the course of many years and it cannot be overemphasized that careful planning is the most effective way to avoid difficulties with foreign student exchange.

Foreign Travel-Study Programs

**What Students, Parents,
Teachers, and Principals
Should Ask**

**National Association of
Secondary School Principals
Reston, Virginia**

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Preface

ONE of the most exciting and potentially valuable ventures in education is the intensive overseas foreign study tour for high school students. Young people can discover literally new worlds as a result of well-organized, properly operated overseas programs. For many students, travel-study programs are a positive, pleasant, enriching way to explore new places and ways of life.

On the other hand, students can also be victimized by self-seeking organizations which may, in fact, have little or no interest or experience in developing sound, well-balanced educational tours. For some students and their parents, the programs offered by unscrupulous or inept operators result in frustration, financial loss, or educationally weak experiences.

It is not always easy to identify the fraudulent or questionable operators, largely because the great variety of programs now available makes it impossible to study each program's educational value and financial stability. Nevertheless, it is possible to raise questions which will help in examining a travel-study offering.

The questions, comments, and suggestions which follow are offered as a guide to principals, students, teachers, and parents and as a recommended beginning point for inquiry. Accurate and substantive replies to these questions will indicate much; but, of course, even the most favorable replies cannot guarantee the educational effectiveness of a program. In other words, there simply is no substitute for thorough study and informed, careful judgment on the part of those involved.

Who Is the Program Operator and How Do You Check Him Out?

Basically there are four types of travel-study program operators.

- *Academic:* officially recognized and accredited educational institutions (universities, colleges, public and private secondary schools) offering travel-study programs to their own students and occasionally others; usually responsible to an accrediting agency.
- *Religious, Fraternal, Service:* church or temple groups, fraternal orders, community service organizations offering selective, restricted programs in line with the objectives of their own group; generally not answerable or responsible to outside agencies.
- *Private, educationally oriented:* non-profit groups that range from highly reputable to questionable or dishonest "post-office box" operations; often have impressive listings of Board members and sometimes classify themselves as "Schools," "Institutes," or "Colleges"; generally not answerable or responsible to outside agencies.
- *Commercial:* profit-making organizations that range from effective and worthwhile to financially exploitive; in some instances concerned primarily with transportation, lodging, and tours, and in other instances offering a sound, supervised academic program; sometimes responsive to external agencies, such as Better Business Bureaus, or International Air Transport Association.

Any reputable organization offering a travel-study program wants to maintain and build up its reputation. It therefore has nothing to hide and

stands ready to answer legitimate inquiries from prospective clients. Parents, students, teachers, and principals should ask questions, require reasonable verification, be skeptical, and seek clarification in writing or vague statements and claims.

Sometimes the name of the travel-study sponsor differs from that of the organization bearing legal responsibility for program and travel arrangements. Problems, difficulties, and confusions may arise in such situations. **KNOW PRECISELY WITH WHOM TO DEAL.**

Check out the program operator by:

1. Identifying the agency bearing legal responsibility if there is any hint that it may be different from the promoting organization.
2. Determining whether the organization has an official base in the United States that would be legally responsible in the event complications occur that require legal action. (All business arrangements involve the risk of misunderstanding or even breach of contractual obligations. As an American citizen, you might find it difficult or impossible to protect your legal interests in a dispute with a foreign organization unless it maintains some form of official representation in the United States that would be responsible under U.S. laws.)
3. Carefully reading advertisements to determine how long the organization has been offering study-tours, the amount of direct supervision it exercises abroad, and the composition of its board of advisers, if any.
4. Corresponding with educators or advisers named in the advertisements.
5. Addressing inquiries to parents or students who have previously participated. (If the sponsoring organization is reluctant to supply names and addresses, that in itself is significant.)
6. Inquiring among people who have served as leaders or chaperones of the sponsoring organization in previous years.
7. Finding out how the sponsoring organization handles references. (If it requests that the applicant secure written references and attach them to the application form at the time of submission, one may infer that these references are of little importance.)

8. Making a confidential request for information, by phone, to the Supervisor of Foreign Languages in your State Department of Education.

9. Calling the International Programs Committee Office at the National Association of Secondary School Principals (NASSP) in Reston, Virginia.

What Are the Aims and Objectives of the Program?

Most travel-study operators emphasize one or more of the following activities as integral to their program:

- Travel and sightseeing.
- Foreign language experience.
- Cultural contact.
- Study in a specific field or area, with reading, exercises, and discussions professionally administered and validated by tests and reports.

A careful analysis of the program, including the day-by-day schedule, should indicate which of these activities receive primary emphasis. The day-by-day schedule should also reveal how consistent the program is with its stated objectives.

It goes without saying that students and parents need to understand their own reasons for wanting to participate in a travel-study program. These reasons, of course, should be consonant with the objectives of the program finally selected.

Travel, sightseeing, exposure to another language, and general cultural contacts in foreign countries, if wisely organized and operated, can be enriching, highly educational, personal experiences. They are not to be confused, however, with formalized study. Technically, study (especially if academic credit is involved) consists of a genuine intellectual effort to acquire a particular body of knowledge by means of reading, discussion, and exercises.

What Is the Program of Study?

Some announcements imply that the program of study is offered in or through a foreign school or university under master teachers or university professors. Experience has shown that in some instances students in foreign travel-study programs may be enrolled in special courses for foreigners, or

they may be taught by specially hired instructors in otherwise empty schools or universities. The experience may be devoid of any intercultural contact other than that provided by the presence of a foreign instructor.

The style of teaching at most schools abroad often follows a different pattern than in the United States. American students should be prepared to adjust to a teacher-centered, lecture-type instruction which sometimes does not provide opportunity to ask questions or participate in seminar-type activities. This condition may be partially offset if teachers accompany their classes during related field trips.

The study phase of some study-travel tours offers little more cultural contact than might be arranged in a stateside classroom. The program should be examined with care and additional information requested where needed. Parents and students should know:

1. The exact calendar and time schedule of the study-travel tour.
2. The language of instruction and the linguistic requirements for participation in courses.
3. The courses that are offered.
4. The content of the courses.
5. The relationship between tours and courses.
6. The academic and attendance control over the program.

An important point to remember: No organization sponsoring a travel-study program can legitimately assert or imply that credit will be granted by a student's home school for participation in their program. *The conditions under which credit is granted lie completely in the hands of local school authorities.*

How Does the Program Actually Operate?

If the instructional portion of the program is of importance to the student or the parents, the conditions under which instruction is given and the background, experience, and qualifications of the teachers are critical. The use of foreign teachers without any special training is not a panacea. Similarly, shifting an American teacher to a classroom overseas does not automatically qualify

that teacher for a foreign study program assignment. Teachers and/or chaperones should be selected solely on the basis of their professional fitness for the assignment and NOT on their ability to recruit student participants for the program. In fact, *staff selection in no way should be connected with recruiting student participants.* Adults traveling and teaching students in an overseas setting must have specific skills and competencies for working with young people on an informal yet effective basis.

Parents should determine:

1. If the tour director or sponsoring group is carefully selected and likely to understand and work effectively with American students.
2. If the tour director or sponsoring group is familiar with the countries to be visited—culture, languages, and customs.
3. If the teachers and chaperones who accompany a group are chosen on the basis of their suitability for this demanding assignment.
4. If foreign teachers have been selected on the basis of professional competence, experience, and ability to work with the age group to be served.
5. The extent to which the schedule provides for continuous access to chaperones or counselors by participants. Parents of high school age students should require clarification of a statement that participants will have large segments of "free time" to explore the foreign culture "on their own." Different customs, culture shock, even homesickness, greatly increase the need for the constant presence of a wise and understanding counselor, not merely a "chaperone."

Prospective student participants should be selected just as carefully as teachers, chaperones, or sponsoring organizations. Not every high school student is ready for a travel/study program abroad, away from parents and family in a partially unsupervised setting. If a program accepts anyone who applies and pays the fee, you should seriously question its overall merit. Parents and students should closely examine all promotional materials to determine:

1. If appropriate language requirements are listed.

2. What age levels are accepted.
3. If letters of general recommendation are required.
4. If school recommendations are required.
5. What learning experiences are expected of students while in the program.

What Are the Financial and Administrative Arrangements?

Parents turn over something much more valuable than money when they entrust their children to a foreign travel-study program; nevertheless, complete financial information is very important and not always easy to come by. Similarly, although emergencies cannot invariably be anticipated, parents will want to be sure that arrangements have been made to cope with illnesses, accidents, or other unusual circumstances. Be certain to determine:

1. The financial status of the organization, including the name of the company holding its bond and the bonding coverage.
2. How the rates compare with those quoted by organizations offering similar travel-study opportunities.
3. If basic fees include: all transportation costs; taxi and bus fares; tours and side-trip costs; medical, accident, and baggage insurance fees; all meals.
4. If medical and dental services will be available overseas.
5. If provision is made for full or partial refund of fees in the event of any sort of cancellation. (Most programs legitimately collect a modest nonrefundable deposit to cover administrative costs and to limit the number of costly last-minute cancellations. However, a substantial nonrefundable registration fee required with the application may be evidence of an inadequate selection process.)
6. If there are adequate plans for promptly returning home any participant who is in serious difficulty. (Since most study tours are based on special group rates, extra charges

could be assessed if a participant has to return before the rest of the group.)

A Final Word of Caution

The rapid growth of interest in foreign study programs during the past decade is clearly evident. It is also apparent that the volume of services needed for these programs is great; as a result, many distinctly different agencies now are involved in travel-study programs for high school students. In the absence of any overall effective accrediting group, no uniformly accepted standards or controls exist, and so the rule of *Caveat Emptor*—Let the Buyer Beware—is especially important.

NASSP advises parents and students to:

- Be skeptical.
- Ask questions.
- Insist on reasonable verification for all claims.
- Make contact with host family.

NASSP advises principals and other school authorities to:

- Develop written policies on the basis of the suggestions in this booklet.
- Give copies of your policies or this booklet to teachers, counselors, board members and others in the school system who may come into contact in any way with foreign study program operators.
- Help students and parents obtain the information needed to make wise decisions but *refrain from endorsing any specific program*.
- Require all agencies promoting foreign study programs in or through the schools to register in advance with school authorities, to provide evidence of bonding, and to submit copies of all advertising and promotional materials.

CHAPTER II

FOREIGN STUDENTS IN U. S. SECONDARY SCHOOLS - ADMINISTRATIVE CONSIDERATIONS -

A. Summary: General Immigration Information

1. Definitions

- a. INS - Immigration and Naturalization Service
- b. Immigrant: A person who has been legally admitted to the U.S. as a permanent resident alien. May become a citizen after five years. Usually has been issued an Alien Registration Receipt Card (INS Form I-551)
- c. Non-Immigrant: A person who resides abroad, is a citizen of a foreign country, and is in the U.S. temporarily for a special purpose such as education. Exchange students are usually non-immigrants.

2. Selected Types of Non-immigrant Visas

- a. A - Diplomatic
- b. B - Visitor
- c. F - Student
- d. J - Exchange Visitor
- e. M - Vocational

3. Visas for foreign students - Most foreign students in the U.S. will have either a J-1, Exchange Visitor visa, an F-1, Student visa, or an M-1 Vocational student visa.

4. The F-1 Student Visa

- a. The school or district must receive authorization from the INS to accept and enroll a foreign student with F-1 status. INS Form I-17 is used for this purpose and is available at any INS Office
- b. After approval is obtained the school must issue to the non-immigrant student a Certificate of Eligibility - INS Form I-20 which the student must present to be admitted to the U.S.

c. Restrictions Applicable to F-1 Students

- i. Must be a full-time student
- ii. Must be proficient in English or the school is willing to provide special instruction
- iii. Must provide evidence of financial responsibility (family or sponsor)
- iv. May not accept employment of any kind except as specifically authorized by INS.
- v. Any change in status, such as a transfer to a school or district other than the authorized one must be processed for approval through the INS.
- vi. The school is responsible for the academic program offered the student.

5. The J-1 Exchange Visitor Visa

- a. Issued through an organization having Exchange Visitor Program Designation.
- b. Organizations must meet USIA criteria to be "designated" (See Appendix)
- c. The program or organization is responsible for the foreign student.
- d. Schools deal directly with the organizations, who are responsible for such items as the level of English proficiency.
- e. Approval process through the I-17 and I-20 does not apply to the J-1 visa.

6. The M-1 Vocational Student Visa

- a. A relatively new visa category applicable to students in vocational or other non-academic programs, other than in language training programs.
- b. Most of the characteristics of the F-1 Student Visa apply, but there are minor differences (period of stay, for example)
- c. Schools petition INS using Form I-20M (similar to the I-20A) for approval.

7. The B-2 Tourist or Visitor Visa

- a. Occasional non-immigrants may come to the U.S. with a B-2 visa which has been endorsed at a U.S. Consulate overseas with the term "prospective student." The student may seek admission to an educational institution after he/she is in the U.S. Once admitted, status must be changed to F-1 Student.

- b. If a person who entered the U.S. as a visitor with a B-2 visa decides to become a student, application for a change to a more appropriate visa category must be made immediately since the B-2 does not authorize the status of student. It is up to the school district whether or not to accept a student before the application process is completed.

8. The I-94

This is an arrival and departure record card and must be completed by all non-immigrants entering the U.S. It is surrendered upon departure.

9. Comment

The key to a successful experience with foreign student exchange lies in the care with which the program or organization is selected, if that is the system being utilized. This is more important than what kind of visa is used. Each program offers individual characteristics that should be carefully examined for appropriateness. The Criteria in the preceding chapter should be helpful in this process.

B. Washington Interscholastic Activities Association (WIAA) Requirements

Before a foreign exchange student can be involved in interscholastic athletic activity, he/she must establish eligibility following the same procedures that apply to regular students. An application may be made for a waiver of Transfer and Residence Rules. The school principal is responsible for verifying student eligibility.

If the student is not under the sponsorship of a WIAA listed program, he/she is considered a transfer student. WIAA "listed programs" are those that have met the criteria developed by the National Association of Secondary School Principals. Please contact Mr. Cliff Gillies, Executive Director of WIAA if you have questions about WIAA rules. His phone number is 206-746-7102.

C. Immunization Requirements for Foreign Exchange Students

1. When foreign exchange students prepare to enter Washington's schools they must show full proof of immunization. This is part of the national effort to eliminate measles and reduce the occurrence of other vaccine-preventable diseases. All children entering school (K-12) must show proof that they are immunized against measles, diphtheria, tetanus, pertussis, polio, mumps, and rubella.

2. Minimum Requirements

DTP/DT/Td - At least 3 doses. Last dose since the child's 4th birthday.

Polio - At least 3 doses. Last dose since the child's 4th birthday.

Measles - One dose of live virus vaccine received at or after 12 months of age.

Rubella - One dose received at or after 12 months of age. Recommended but not mandatory for females 12 years or older.

Mumps - One dose received at or after 12 months of age. Required only of kindergarten students.

3. Comment

If the foreign student exchange is being arranged by an established program or organization, the above requirements will usually have been addressed prior to arrival in the U.S., but the list is printed here as a reminder. Questions about immunization should be directed to the Washington State Immunization Program, Olympia, 206-753-3495, or to Dr. Vivian Harlin, M.D., SPI, Old Capitol Bldg., Olympia, 206-753-3220.

CHAPTER III

DISCUSSION OF SELECTED PROBLEMS

A. Language Proficiency

A frequent complaint about foreign students coming into the schools is that they don't speak English well enough to get along without special help which may be difficult to provide in some situations.

Comment

Schools should not expect too much of the foreign student. Even though many have studied English for years, their conversational ability may be very poor, but as long as their proficiency level is high enough to get them by during the first few days, it won't take very long for their English language skills to advance rapidly. There are fewer complaints of this kind about American students going abroad, but the reason undoubtedly is that no one in a foreign country expects an American student to speak anything besides English.

1. Suggestions for dealing with language proficiency problems.

- a. If the foreign student is coming in with an F-1 visa, check the block on the I-20 that indicates "proficiency in the English language is required." The school may also ask for some evidence such as a statement from a teacher of English, or a paragraph (150 words) written in the student's own handwriting.
- b. Most foreign students arriving on a J-1 visa will be under the auspices of an Exchange Visitor Program Sponsor fulfilling criteria developed by the U.S. Information Agency (See Appendix) which include a requirement of proficiency in English. Schools should investigate this question in depth with the sponsor selected, and should be sure that some evidence is available that indicates how the sponsor determines the foreign student's level of English proficiency.
- c. The Test Option - A few schools require test scores as evidence of language proficiency. The tests most often used are the "Test of English as a Foreign Language" (TOEFL) and the University of Michigan Language Institute Test. The TOEFL is given at more than 500 centers around the world and is often used for college or university entrance purposes.

NOTE - If a test such as TOEFL is used for students below the college level, a lower minimum acceptable score should be considered. (See Appendix for other test data) There is some question concerning whether the best interests of a foreign student exchange program are served by requiring test scores as a condition of acceptability. It is a question that deserves careful consideration.

B. Granting Diplomas

1. Many school districts grant diplomas to foreign students only after one full school year, plus the satisfaction of existing standards.
2. Diplomas are granted if the foreign student can meet all required standards and requirements for graduation.
 - a. This usually entails an assessment of transcripts from the foreign school, but few foreign schools provide transcripts as we know them.
 - b. Expectations and restrictions should be clarified before the student arrives at the school.
 - c. Many student sponsoring organizations will provide assistance in transcript evaluation.
3. "Honorary" diplomas are usually meaningless and not accepted by foreign countries except as a record of attendance, or for prestige value.
4. Some countries (Spanish and Arab, for example) will not accept a diploma from a school. They may ask for verification that the school is an entity properly authorized to grant diplomas. The simplest solution is to contact the Office of the Secretary of State and ask for an Apostille de la Haye. This is a verification of the Notary Seal which would appear on a graduation diploma or a transcript, for example. The charge is \$5.00 for each document verified by this system. The Apostille de la Haye is recognized internationally and is the best solution to the problem.

C. Rating of Foreign Student Exchange Sponsoring Organizations

1. There is no official rating of organizations that sponsor student exchanges.
2. Organizations that have Teenager Exchange Visitor Program Designation have met criteria established by the U.S. Information Agency. See the Appendix for the Criteria.
 - a. Published lists of these organizations are available but are constantly changing as new groups qualify.
 - b. For more information about listed organizations, contact:

Director
Office of Congressional and Public Liaison
International Communication Agency
Washington, D.C. 20547

D. Outbound Students

1. No official criteria exist for organizations sending American students abroad.
 - a. USIA Criteria are directed at incoming student situations only.
 - b. Most exchange organizations do apply similar procedures for outbound as well as inbound students.
2. Caution is advised! Be sure all pertinent questions are answered satisfactorily.

CHAPTER IV

SUGGESTIONS FOR PREVENTING PROBLEMS IN STUDENT EXCHANGE SITUATIONS

A. School District - 2 Suggestions

1. Assign one staff person to coordinate all activity involving student exchange.
 - a. Collects and files pertinent information.
 - b. Becomes familiar with Immigration regulations and requirements.
 - c. Is familiar with the various organizations sponsoring student exchange.
 - d. Knows which groups can provide assistance if needed (NASSP, NAFSA, etc.)
 - e. Is available to provide counseling to parents and students contemplating an exchange.
2. Develop a school district Policy Document dealing with student exchange.
 - a. Describe exactly what circumstances are pre-requisite to district support of and involvement in student exchange.
 - b. Define all procedures prospective exchange students must follow --criteria that must be met.
 - c. Describe in detail what is expected of sponsoring organizations.
 - d. Explain the district position on the recruitment of teachers and/or students for exchange programs.
 - e. Utilize the experience of other districts who have developed such a Policy Document (Puyallup, Shoreline, Edmonds, Vancouver, etc.)

B. Students and their Parents - 5 Suggestions

1. Study carefully available reading material on the subject of student exchange.
2. Decide what benefits are most desirable for a particular student from the exchange experience.
3. Learn what questions need to be answered before making any final commitments. (See the first Chapter of this booklet)
4. Be cautious! Try to match the program (travel, study, summer, full-year, etc.) to what the student hopes to get from the experience.
5. Select a sponsoring organization very carefully. How long it has been in existence is only one criterion.

CHAPTER V

SOURCES OF ASSISTANCE AND INFORMATION

A. NAFSA, National Association for Foreign Student Affairs

1. Address: 1860 19th St. N.W.
Washington, D.C. 20009
202-462-4811
2. A non-profit membership organization that provides one of the best sources of information about all facets of foreign student exchange.
 - a. Offers publications, workshops, consultations, etc.
 - b. Institutional (or personal) membership is recommended.
 - c. School librarians should check the publications and audiovisual list.

B. NASSP, National Association of Secondary School Principals.

1. Address: 1904 Association Drive
Reston, Virginia 22091
703-860-0200
2. NASSP is heavily involved in school and student exchanges.
 - a. Has initiated School Exchange Service, (SES) linking American schools with partner schools in selected countries.
 - b. Maintains a Committee on International Programs.
 - c. Provides publications and guidelines.
 - d. A necessary contact especially for school principals.

C. U.S. Government Departments

1. USICA - International Communication Agency
Exchange Visitor Programs Branch
Washington, D.C. 20547
202-724-9252
 - a. Publications, guidelines, criteria available.
2. Division of International Education
U.S. Office of Education
Institute of International Studies
Washington, D.C. 20202
 - a. Use this address for information on Fulbright programs.

3. Immigration and Naturalization Service
Seattle Office, 815 Airport Way S.
Seattle, WA
206-442-5912

- a. Provides necessary forms and copies of various regulations upon request.

D. Other Useful Sources

1. Council on International Educational Exchange
777 United Nations Plaza
New York, N.Y. 10017

2. Institute of International Education
809 United Nations Plaza
New York, N.Y. 10017

3. International Exchange Network of Washington State

- a. This is a brand new organization and will undoubtedly become a key local group for matters dealing with foreign student exchange.

- b. Best current contact:

Bonnie Mortell
IBERO-American Cultural Exchange Program
206-821-1463

4. World Without War Council

1514 NE 45th Street
Seattle, WA 98105
Barry Goren, Executive Director
206-523-4755

- a. Local coordination of the President's International Youth Exchange Initiative announced May 24, 1982.

- b. Spearheaded the creation of the State Network and the Directory of Programs (first part of this booklet).

5. SPI

- a. General Information -- Fulbright - Keith Crosbie, 206-753-2573
- b. JSIP - Japanese School Internship Program - A. Baretto Ogilvie, 206-753-2560
- c. Australian Teacher Exchange - Judy Smith, 206-754-1676

APPENDIX A

TESTS AND TESTING: GENERAL INFORMATION

A. TOEFL, Test of English as a Foreign Language

Box 2877
Princeton, N.J. 08541
802-257-7751

1. Administered 5 times annually in some 135 countries, used frequently for college entrance purposes.
2. Provides 4 scores:
 - Listening Comprehension
 - English Structure and Writing experience
 - Reading Comprehension
 - Vocabulary
3. Fee - about \$17.00 per student
4. Sample tests are available

B. Michigan Test of English Proficiency

English Language Institute
University of Michigan
Ann Arbor, MI 48104

1. Perhaps the second most frequently used test of English proficiency for college entrance purposes.

C. CELT - Comprehensive English Language Test

McGraw-Hill Book Co.
P.O. Box 11045
Newark, NJ 07101

D. SLEP - Secondary Level English Proficiency

Educational Testing Service
Box 2870
Princeton, NJ 08541

E. LAS - Language Assessment Scales

Linguametrics Group
P.O. Box 454
Corte Madera, CA 94925
415-459-0212

1. This test is state approved for the State Bilingual Program to determine eligibility.

2. Primarily tests oral language.

F. BINL - Basic Inventory of Natural Language

CHEC Point Systems, Inc.
1558 N. Waterman Ave, Suite C
San Bernardino, CA 92404
714-888-3296

1. Also state approved for the State Bilingual Program to determine eligibility.
2. Primarily tests oral language.

G. BSM - Bilingual Syntax Measure

The Psychological Corp.
757 Third Avenue
New York, NY 10017
212-888-3500

1. Also state approved for the State Bilingual Program to determine eligibility.
2. Primarily tests oral language.

Comment -

Many school districts already have experience with one or the other of the State approved tests, including people trained to administer them. Any of the above tests may be used to get an accurate idea of a foreign student's level of English proficiency.

CRITERIA FOR TEEN-AGER EXCHANGE VISITOR PROGRAMS

These criteria govern the designation and monitoring by the Exchange Visitor Program Designation Staff, Associate Directorate for Educational and Cultural Affairs, (ECA) United States International Communication Agency, which are designed to give foreign teen-aged students an opportunity to spend from six months to a year studying at a U.S. high school or other educational institution.

The student is placed by the Exchange Visitor Sponsor with a U.S. family which serves as the host family during the period of sponsorship. The primary purpose of these programs is to improve the foreign student's knowledge of American culture and language through active participation in family, school and community life. A secondary purpose is to improve American knowledge of a foreign culture and to contribute to international understanding through personal experiences in schools and communities throughout the United States.

The references to the left refer to the appropriate sections of the Regulations Governing Designated Exchange Visitor Programs, as reprinted from the Federal Register, vol. 44, No. 59-Monday, March 26, 1979. The original regulations can be found on pages 18013 and 18014. The sub-section of the regulations in all references is ss514.13.

Eligibility for Sponsorship

- ss514.13(b)(1) Only non-profit organizations and institutions which have received tax exempt status from the Internal Revenue Service under Section 501(c)(3) of the Internal Revenue Code will be designated as Exchange Visitor Program Sponsors for teen-ager programs.

Selection

- 514.13(b)(1)(i) The designated sponsor must assume responsibility for the selection of students to participate in these programs. Employment or travel agencies either in the United States or abroad shall not be used under any circumstances for the recruitment of foreign students.

- 514.13(b)(1)(A) Selection will be limited to secondary school students or recent graduates between the ages of 15 and 19 who have a sufficient knowledge of English to enable them to function in an English speaking environment. Students should be screened for demonstrated maturity and ability to get maximum benefit from these programs.

Agreements

- 514.13
(b)(1)(A)(ii) All provisions of the agreements between students, their parents and sponsors must be written if possible in both English and the students' native languages. The terms of such agreements must be specific stating clearly the total cost of the program, refund policies and program rules and regulations. The sponsors are responsible for assuring that these terms are fully understood by students and parents.

Orientation

- 514.13
(b)(1)(A)(iii) Orientation, both pre-departure and upon arrival in the United States, must be provided to all students. The orientation should be designed to give the students basic information about the United States, its people and family and school life. Students should be fully informed of the nature of the program in which they are participating. Sponsors are encouraged to include returnees in pre-departure orientation sessions.
- 514.13
(b)(1)(A)(iii)(A) Orientation must also be provided to host families in advance of the students' arrival. Each host family should be well briefed on family and school life, customs, religion and mores in its exchange student's native country. Each family should also be apprised of potential problems in hosting an exchange student and provided with suggestions on how to cope with those problems.
- 514.13(b)(1)(B) Students must be provided with an identification card which includes 1) the name and telephone number of an official of the sponsoring organization, 2) the name and number of the Exchange Visitor Program, and 3) the address and telephone number of the Exchange Visitor Program Designation Branch of ICA, Washington, D.C. 20547.
- 514.13(b)(1)(C) In addition, students and host families must be provided with a copy of the "Criteria For Exchange Visitor Teenager Programs".

Health, Accident and Liability Insurance

514.13(b)(2) The sponsor is responsible for insuring that every student selected to participate in the program has appropriate medical coverage. Minimum acceptable coverage must include 1) basic medical/accident of \$2,000 (per injury or illness), 2) preparation and transportation of remains to home country (at least \$1,500), and dismemberment coverage.

514.13(b)(2)(1) Coverage may be provided in any of the following ways, with the International Communication Agency informed of the Sponsor's choice:

1. By health and accident coverage arranged for by the student.
2. By health and accident insurance coverage arranged for by the sponsor.
3. By the sponsor assuming all financial responsibilities for the student's illnesses and accidents from the time the student leaves his/her home country until he/she returns home.

Geographical Distribution

514.13(b)(3) Sponsors must develop plans to ensure that groups of students, especially those of the same nationality, are not clustered. Every effort must be made to have the students widely dispersed throughout the country. No more than four foreign students and no more than two of the same nationality may be placed in one high school by a sponsor.

Placement of Students in U.S. Schools

514.13(b)(3)(1) No organization sponsoring this type of exchange program shall place a student in a secondary school without first notifying the principal or superintendent or school board and obtaining approval for the admission of the student. Sponsors must make clear arrangements with school authorities regarding any tuition payments or waivers of tuition.

514.13(b)(3)(A) Placement of the student in a secondary school should be arranged at least five weeks in advance of the student's departure from the student's native country. In any event, such placement must be made before the student's arrival in the United States.

Placement of Students in U.S. Host Families

514.13

- (b)(3)(A)(ii) The designated program sponsor is responsible for the selection of the American host family. A program sponsor's representative must personally interview and visit the home of each host family before that family is permitted to receive an exchange student. Telephone interviews are not sufficient. Employment agencies shall not be used, under any circumstances, for the placement of exchange students.

514.13

- (b)(3)(A)(ii)(A) The student shall not be asked to perform the duties of a household domestic under any circumstances. However, students should be made aware that they may be asked to assist with some of the normal daily chores (keeping their rooms neat, helping with the dishes) which all of the members of the household must do.

514.13

- (b)(3)(A)(ii)(B) The American host family should have at home during non-school hours at least one family member, preferably a teenager, to assure the exchange student of some companionship.

514.13

- (b)(3)(A)(ii)(C) Sponsors must make every effort to assure that a student is placed with the family which promises the greatest compatibility for the student. Such arrangements should be made well in advance so that the students and their hosts have ample time for correspondence before the students leave their home countries.

514.13

- (b)(3)(A)(ii)(D) Sponsors should notify students of their home placement at least five weeks prior to their departure for the United States.

514.13

- (b)(3)(A)(ii)(E) A host family should be given the background data and arrival information about the student at least five weeks prior to the student's arrival in the United States.

514.13

- (b)(3)(A)(ii)(F) Home placement must be made before the student's arrival in the United States. Non-compliance with this requirement can result in immediate suspension or revocation of exchange visitor program designation.

Supervision

514.13(b)(4)

- The sponsor must assume the responsibility of resolving problems including, if necessary, the changing of host families and the early return home of the exchange student because of personal or family difficulties.

514.13

(b)(4)(i)

Sponsors must contact students and their host families periodically throughout their exchange visit to ensure that problems are dealt with promptly and effectively. These periodic contacts should include personal meetings with students.

514.13

(b)(4)(ii)

The sponsor must provide the host family with a copy of the identification card furnished each student (514.13(b)(1)(b)) as well as with the names, address and telephone numbers of both local and national officials of the sponsoring organization who can be contacted at any time in case of an emergency or other problems.

514.13

(b)(4)(iii)

Sponsors must solicit written evaluations of the exchange program from students and host families at the termination of the exchange visit. Student evaluations should include discussion of host families, host schools, area representatives of sponsors, orientation programs and suggested improvements. Host family evaluations should include discussion of exchange students, area representatives, orientation programs and suggested improvements.

Employment

514.13(b)(5)

Students in the teenager program are not permitted to accept full-time employment during their stay in the United States. However, non-competitive small jobs, not to exceed 10 hours per week, such as tutoring, grass cutting, baby or people sitting, newspaper delivery, etc. will be allowed.

Financial Responsibility

514.13(b)(6)

A sponsor must guarantee return transportation for students in the event of a default by their organization. This may be done by the purchase of round trip charter tickets, the purchase of round trip tickets on regularly scheduled flights, or a combination of the two. Alternatively, a sponsor may arrange a surety bond or surety trust agreement with a bank to ensure return transportation.

514.13

(b)(6)(i)

Sponsors are required to have available for review by the International Communication Agency an audited financial statement of their operations. The financial statement should include an itemized list of the salaries of the officers of the organization.

Reports

514.13(b)(7)

Sponsors will furnish the International Communication Agency an annual report on their programs at the end of each year.

Suspension or Revocation of Exchange Visitor Program
Designation

- 514.13(b)(8) Sponsors who are found to be in violation of the above criteria are subject to having program designations suspended or revoked in accordance with Section 514.17 of the Regulations Governing Designated Exchange Visitor Programs.

9/2/81

This page must be completed and signed in the U.S. by a designated school official.

FAMILY NAME (SURNAME)		
FIRST (GIVEN) NAME (do not enter middle name)		
DATE OF BIRTH	COUNTRY OF CITIZENSHIP	
DAY MO YR	COUNTRY OF BIRTH	

APPENDIX C

For Immigration Official	
☐ REINSTATED: EXTENSION GRANTED TO	
Visa Issuing Post	DATE VISA ISSUED
NUMBER OF VISA	
ADMISSION NUMBER (Complete if known)	

School Name
School Official to be notified of student's arrival in U.S. (Name and Title)
School Address (Include Zip Code)

1. This school is approved by the Immigration and Naturalization Service for attendance by nonimmigrant students (fill out all blanks):

School name (School/School District) _____
Approval granted on (date) _____ School file number (including 3-digit suffix) _____ 214F _____

2. This certificate is issued to the student named above for (check and fill out as appropriate):

- a. ☐ Initial attendance at this school.
b. ☐ Continued attendance at this school after a temporary absence from the United States.
c. ☐ Transfer.
d. ☐ Use by spouse and/or children in acquiring nonimmigrant F-2 classification.
e. ☐ Other (specify): _____

3. The student named above has been accepted for a full course of study at this institution (complete each of the following):

Majoring in the field of _____
The student is expected to report to the school not later than (date) _____ and complete studies not later than (date) _____
The normal length of the course of study is _____

4. Level of education of course of study student is pursuing or will pursue in the United States (Check only one):

- a. ☐ Primary c. ☐ Undergraduate e. ☐ Graduate-Ph D g. ☐ Other
b. ☐ High school d. ☐ Graduate-master's f. ☐ Language training

5. a. Proficiency in the English language ☐ is required.

1. ☐ The school has determined that the student has the required proficiency.
2. ☐ If the student is not yet proficient, he or she will be given instruction at the school consisting of: _____
b. Proficiency in the English language is not ☐ required. Explain why not: _____

6. This school estimates the student's average costs for an academic term of _____ months (up to 12 months) to be the following:

- a. Tuition and fees \$ _____
b. Living expenses \$ _____
c. Expenses of dependent(s) \$ _____
d. Other (specify) \$ _____ Total \$ _____

7. This school has information showing the following as the student's means of support, estimated for an academic term of _____ months up to 12 months (must be the same number of months given in item #6):

- a. Personal funds of the student \$ _____
b. Family funds from abroad \$ _____
c. Funds from this school (Specify type) \$ _____
d. Funds from another source (Specify type source) \$ _____
e. On-campus employment, if applicable \$ _____ Total \$ _____

8. Remarks (complete as appropriate): _____

I certify under penalty of perjury that:

All information provided above in items 1 through 8 was completed before I signed this form and is true and correct. I executed this form in the United States after review and evaluation in the United States by me or other officials of this school of the student's application, transcripts or other records of courses taken and proof of financial responsibility which were received at the school prior to the execution of this form. The school has determined that the above named student's qualifications meet all standards for admission to the school. The student will be required to pursue a full course of study as defined by 8 CFR 214.2(f)(6). I am a designated official of the above named school and I am authorized to issue this form.

The law provides severe penalties for knowingly and willfully falsifying or concealing a material fact, or using any false document in the submission of this form.

Fill in ONLY the bottom of page 2 and the bottom of page 8 of this form. Remove and keep pages 3, 4, and 8.

PLEASE READ CAREFULLY, AND BE SURE THAT YOU UNDERSTAND THE FOLLOWING BEFORE SIGNING BELOW.

STUDENT

FORM I-20 ID COPY The first time I enter the United States, I must present a Form I-20 ID copy with this form. I must complete on the Form I-20 ID copy the spaces regarding my name, date of birth, and country of citizenship. It will be returned to me endorsed with my admission number. I must have my Form I-20 ID copy with me at all times. I must not surrender it when I leave the United States. Failure to have it with me if I apply to reenter the United States will delay my entry into the United States. If I lose my Form I-20 ID copy, I must request a new one on Form I-102, from the Immigration and Naturalization Service office having jurisdiction over the school I was last authorized to attend. My admission number must be included in my request. I understand that the school I was last authorized to attend is required to keep a record of my admission number until the school reports to the Immigration and Naturalization Service that I am no longer attending that school.

ADMISSION I must give this form (I-20A and I-20B) to the American consular officer at the time I apply for a visa (unless I am exempt from visa requirements), and to the immigration officer with evidence of my ability to support myself while pursuing a full course of study when I arrive in the United States. If I am exempt from visa requirements, I am applying for admission to the United States as an F-1 student. I must give the immigration officer this form and evidence of my ability to support myself while pursuing a full course of study.

SCHOOL If I am applying for entry to the United States for the first time after being issued an F-1 visa, I will not be admitted unless I plan to attend the school specified in that visa. If, before I depart for the United States, I decide to attend another school, I will present an I-20 A-B from that school to the issuing consular officer to have that school specified in my visa.

EMPLOYMENT I am not permitted to work off-campus or to engage in business unless I have received permission to do so from the Immigration and Naturalization Service. If I require employment, I may apply for permission to work (on Form I-538) accompanied by my Form I-20 ID copy. My application must be based on financial need arising after receiving student status, or the need to obtain practical training. My alien spouse or child (if 2 classification) may not work in the United States.

PERIOD OF STAY I am permitted to remain in the United States only while maintaining nonimmigrant student status. I must also maintain a passport which is valid for a period of no less than 6 months, unless I am exempt from passport requirements. I may remain in the United States for duration of status to complete one educational program (e.g. elementary school, bachelor's degree) and any practical training authorized by the Immigration and Naturalization Service plus thirty days. If I wish to pursue another educational program, including another degree at the same level (e.g. a second master's degree), I must apply to the Immigration and Naturalization Service office having jurisdiction over the school I was last authorized to attend (on Form I-538 accompanied by my Form I-20 ID copy) for an extension. To get an extension, I must apply between 15 and 60 days before the date that my authorized stay expires. I may stay while the application is being processed and, if it is approved, until completion of the new educational program and any authorized practical training plus thirty days.

NOTICE OF ADDRESS If I move, I must submit a notice within 10 days of my change of address to the Immigration and Naturalization Service. (The form to be used to make the report is available at any United States Immigration and Naturalization Service office.)

ARRIVAL/DEPARTURE When I depart from the United States, I must give my "Arrival/Departure Record" (Form I-94) to a representative of the steamship or airline if I leave via a seaport or airport, to a Canadian immigration officer if I leave across the Canadian border, or to a United States immigration officer if I leave across the Mexican border. However, I may keep my I-94 for reentering the United States from Mexico or Canada, or from adjacent islands other than Cuba, if I return to the U.S. within 30 days.

SCHOOL TRANSFER WITHIN THE SAME EDUCATIONAL PROGRAM I may remain in the United States only to pursue a full course of study at a specified school. If, after being admitted, I want to transfer to another school within the same educational program, I must give to the designated official at the school I was last authorized to attend a properly completed Form I-20A-B from the school to which I want to transfer before I transfer to that school. The designated official at the old school must notify the Immigration and Naturalization Service of my intent to transfer within 30 days of the date I give the official Form I-20A-B from the new school. If the official does not notify me that this has been done, I will be out of status unless I report to the Immigration and Naturalization Service within 40 days of the date I gave the official Form I-20 A-B. The official's failure to notify them within 30 days of the date I register at the new school, the designated official at that school must endorse my Form I-20 ID copy with the appropriate notation. If I was not pursuing a full course of study at the old school, I am not eligible to transfer in this way.

SCHOOL TRANSFER TO PURSUE ANOTHER EDUCATIONAL PROGRAM If I wish to transfer to another school when I apply for an extension to pursue another educational program, a Form I-20A-B completed by the school to which I wish to transfer must be submitted with my application for extension of stay. Sixty days after filing my application, I may transfer to the new school subject to approval or denial of my application. My application will be denied, however, if I have not been taking a full course of study at the school I was last authorized to attend.

REENTRY If I want to reenter the United States as a nonimmigrant student after a temporary absence, I must be in possession of the following: (1) a valid student visa, unless I am exempt from visa requirements; (2) a passport valid for at least 6 months, unless I am exempt from passport requirements; (3) my Form I-20 ID copy; and (4) a current copy of Form I-20A and I-20B with evidence of my ability to support myself while pursuing a full course of study. (Only a properly endorsed page 4 of Form I-20A-B is required if I am returning from a temporary absence from the United States to continue studies at the school which I was last authorized to attend and there has been a change in items 3, 4, 6, and 7 on page 1 of my most recent Form I-20A.) If I have been authorized to transfer between schools and am returning to the United States to attend the school to which transfer was authorized as shown on my Form I-20 ID copy, the name of the school I plan to attend does not need to be specified in my visa.

CHANGE TO NONIMMIGRANT STUDENT STATUS In order to change to F-1 student status from any other nonimmigrant status, I must submit Form I-20A-B, Form I-506, Application for Change of Nonimmigrant Status, a Form I-20 ID copy with the spaces regarding my name, date of birth and country of citizenship completed, my Form I-94, Arrival/Departure Record (WITHOUT MY PASSPORT) and evidence of my ability to support myself to the Immigration and Naturalization Service.

PENALTY If I do not register at the school named in my Form I-20 or if I stop attending school, or take less than a full course of study, or accept unauthorized employment, I fail to maintain my status and may be deported from the United States.

I am financially able to support myself for the entire period of my stay in the United States while pursuing a full course of study, by: (State source and amount of support—Documentary evidence of means of actual support must be attached to this form)

Student Certification

I AUTHORIZE the named school, and any school to which I transfer, to release any information from my records which is needed to determine if I am maintaining the lawful status in which I was admitted to the United States. I further authorize the school to report to the Immigration and Naturalization Service if I fail to register within 60 days of the time expected, to carry a full course of study, or to attend classes to the extent required, or if I become employed and/or terminate attendance at the school. The school is authorized to provide the Service with my name, country of birth, current address, and any other directory information on a regular basis or upon request.

I CERTIFY that all information provided on this form refers specifically to me and is true and correct to the best of my knowledge. I certify that I seek to enter or remain in the United States temporarily, and solely for the purpose of pursuing a full course of study at the school named on Page 1 of this form.

I AGREE to comply with the above terms and with any other conditions of my admission, and those of any extension of stay.

Signature of Student	Name of Student (printed or typed)	Address/City	(State or Province)	(Country)	(Date)
Current U.S. Address					
Number and street (Appt. No.)		City	State	Zip Code	
Signature of Parent or Guardian if Student is under 18 years of age	Name of Parent or Guardian (printed or typed)	Relationship	Address/City	(State or Province)	(Country)
					(Date)

ADDITIONAL NUMBER (FOR OFFICIAL USE ONLY)



SPI

—DR. FRANK B. BROUILLET—

Superintendent of Public Instruction

Old Capitol Building, FG-11, Olympia, WA 98504